



AUTUMN



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<p>RECEPTION Autumn A</p> <p>This unit is learning about and from religious celebrations and festivals</p>	<p>AT1 (EYFS) Beliefs and teachings Listen and respond to religious stories.</p> <p>Religious practices and lifestyles Communicate through talk or gesture about a range of special objects/places/people/practices</p> <p>AT2 (EYFS) Questions of</p>	<p>F:4 hear and use some basic religious vocabulary used in context of their experiences; (<i>communication and language: speaking</i>)</p> <p>F:6 share enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant to them and in religious communities; (<i>understanding the world: people and communities, PSE: making relationships</i>)</p> <p>F:7 experience aspects of the natural world, develop their</p>	<p>WHY DO PEOPLE HAVE CELEBRATIONS? (F:4, F:6, F7)</p> <ul style="list-style-type: none"> • Harvest: Collect autumn leaves with the pupils. Look at the colours, shapes and textures. • Provide opportunities for the pupils to be creative with paints and crayons, make prints with plasticine leaf shapes and cardboard twigs to produce their own leaf pictures. Make an autumn display. • If possible, take the pupils outside on a windy day to have first hand experience of leaves blowing in the wind. • Read the book 'A Wet and Windy Harvest for Puddles'. Encourage the pupils to talk about the story and in particular the Reverend Freddie Fisher's explanation of Harvest. Encourage the pupils to reflect on why it is important to share food with others 	<p>Links to EAD (art, texture and colour, maths patterns, literacy/books/stories/characters 'A Wet and Windy Harvest for Puddles' by Gill Vaisey ISBN 978-0-9547220-4-3 Puddles the cat and Reverend Freddie Fisher (soft toys)</p>

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<p>RECEPTION Autumn A</p>	<p>meaning and purpose Show curiosity and interest in the world around them.</p> <p>Vocabulary:- <i>In this unit pupils will have an opportunity to use words or phrases such as:- Harvest Thanksgiving Reverend</i></p>	<p>sense of enquiry and curiosity about life and death and show some of the ways in which feelings about these can be expressed; <i>(Understanding the world: the world, expressive arts and design: being imaginative)</i></p> <p>F:1 listen and respond to a range of faith stories in a variety of ways; <i>(understanding the world: people and communities)</i></p> <p>F:4 hear and use some basic religious vocabulary in context of their experiences; <i>(communication and language: speaking)</i></p> <p>F:6 share the enjoyment of celebration and talk about celebrations of special</p>	<p>who are less fortunate. Encourage the pupils to think about how Freddie responded to Puddles knocking down the fruit and vegetables and spilling the flowers (laughter rather than anger).</p> <p>WHAT DO SOME RELIGIOUS PEOPLE CELEBRATE? (F:1, F:4, F:6) Choose from ONE of the following faith stories Purim – Jewish Diwali – Hindu/Sikh Hanamatsuri –Buddhist</p>	<p><i>available from www.booksatpress.co.uk</i></p>

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		occasions in their own lives, in those of others significant to them and in religious communities; (understanding the world: people and communities, PSE: making relationships)		
RECEPTION Autumn A	Vocabulary:- <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Purim Haman (pronounce as 'Heyman') Esther Hamenstachen Artefacts <i>Pupils will have</i>	F:8 understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others. (PSE: making relationships, managing feelings and behaviour)	HOW DO JEWS CELEBRATE PURIM? (F:8) <ul style="list-style-type: none"> • Tell the story of Esther. The story is read in the synagogue from a scroll called a Megillah. • Discuss the issues of right and wrong which arise in the story. Explain how some Jewish people celebrate this festival. • In groups, make the following: finger puppets or masks, kippah, scrolls, greggors (noise maker which drowns out the name of the villain in the story. When the 'wicked' Haman's ('Heyman') name is read everyone stamps their feet and shakes their greggors). Hamanstachen (cakes representing Haman's ears. Make with pastry, plum jam and poppy seeds – jam 	'Esther: A Very Brave Queen' by Gill Vaisey ISBN 1-856446-58-1 'Dorian Celebrates' Purim by Gill Vaisey ISBN 1-856446-54-9 Purim finger puppets from 'Articles of Faith Bright

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<p>RECEPTION Autumn A</p>	<p><i>the opportunity to look at, observe and possibly handle:- Kippah Greggors</i></p>		<p>tarts pinched up to make a three cornered shape).</p> <ul style="list-style-type: none"> • Retell the story with the same characters and act it out using the role-play area. • Create a display. • Write or learn a song: 'If you hear the name of Esther, clap your hands and if you hear the name of Hamen stamp your feet' to the tune of: 'She'll be coming round the mountain'). • Discuss: <i>What does it means to stand up for what you know is right? Are there times when you have had to be brave and why? Who do you think helped Esther to be brave and why?</i> 	<p>and Early' catalogue www.brightandearly.co.uk www.jewishmag.com/121mag/hamantaschen/hamantaschen.htm Link to UW exploring ingredients in cooking.</p> <p>Listen to 'The Wickedness of All' on 'Two Candles Burn' CD by Stephen Melzack.</p> <p>http://www.bbc.co.uk/cbeebie</p>

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				s/lets-celebrate/stories/lets-celebrate-purimperformance/
RECEPTION Autumn A	Vocabulary:- <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Diwali (pronounced 'Divali') Characters in story: Rama/Sita/ Lakshmana /Hanuman	F:1 listen and respond to a range of faith stories in a variety of ways; (Understanding the world: people and communities) F:4 hear and use some basic religious vocabulary in context of their experiences; (communication and language: speaking) F:6 share the enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant	HOW DO HINDUS CELEBRATE DIWALI? (F:1, F:4, F:6, F:8) <ul style="list-style-type: none"> Listen to or tell a simple version of the story of Rama and Sita. Discuss issues of right and wrong. Show pictures of the main characters and label them with 'good' or 'bad'. Pick a character and look carefully at their clothes, hair, etc. Tell an adult something about the character from the story (for example, Sita was very frightened when she was taken away). Talk about: <i>Do you know other stories about good things/people winning over bad ones? Why do you think Hindu's share these stories?</i> Talk about: learning from right and wrong, behaviour and self-control. 	Pupils Eye Media DVD Festivals Diwali is also celebrated in the Sikh religion https://hwb.wales.gov.uk Select English and search Diwali Houses are cleaned; divas (lamps) are lit and put around the

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<p>RECEPTION Autumn A</p>	<p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> Divas Diwali Garlands Rangoli</p>	<p>to them and in religious communities; (understanding the world: people and communities, PSE: making relationships) F:8 understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others. (PSE: making relationships, managing feelings and behaviour)</p>	<ul style="list-style-type: none"> • Explain how some Hindus celebrate Diwali. In groups make the following: divas from clay, rangoli patterns from rice and pulses, mendhi patterns on cut out hands, cards and presents, shadow puppets, Diwali garlands, Indian sweets. Set up role-play area preparing for Diwali. Learn a song, 'This is the way we clean the house', 'This is the way we light the lamps', 'This is the way we give the sweets ... Now that it's Diwali time', to tune of 'Here we go round the mulberry bush'. • Have a class celebration, including: dancing to Indian music, acting out the return of Rama and Sita, if possible, use divas to form a track to the thrones, use scarves for head covering, try Indian sweets. • Complete the sentence: 'The part of the story I liked best was...' or 'On their return Rama/Sita felt ... because ...' 	<p>house. (Caution: do not light diva) Presents and cards are exchanged. New clothes are often worn. Special sweets are eaten. www.web-holidays.com/hindu/food/recipes.htm www.underfives.co.uk/diwali.html EAD link media and materials role play singing 'Opening up Hinduism'</p>

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				RE Today Edited by Fiona Moss ISBN: 97819058933 86
RECEPTION Autumn A	Vocabulary:- <i>In this unit pupils will have an opportunity to use words or phrases such as:- Hanamatsuri Buddha</i>	F:1 listen and respond to a range of faith stories in a variety of ways; (understanding the world: people and communities) F:2 explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own value and the value of others. Children should explore how people know that they belong to family and other groups, including	HOW DO BUDDHISTS CELEBRATE THE BUDDHA'S BIRTHDAY? (F:1, F:2, F:4, F:6) <ul style="list-style-type: none"> • Tell the story of the Buddha's birth. Let the pupil's talk about what they like about the story. Explain how Buddhists celebrate his birthday at Hanamatsuri. Emphasise that this is a time to be kind to people and feed the poor. • Discuss some of the ways in which pupils express care and concern for each other. • Make flowers using for example, craft material, construction toys, tissue or crepe paper and paintings, to go in a home made garden containing a baby doll. • Make up some flavoured teas and have a tasting. <i>Which ones did they like best/least?</i> Add aromas, such as 	The story of the birth of the Buddha www.arikiart.com/Newsletter/2005/story-of-the-birth-of-the-buddha.htm Images of the baby Buddha are placed in floral shrines as a reminder of the garden in which the Buddha was

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<p>RECEPTION Autumn A</p>		<p>religious groups; (PSE: making relationships, self-confidence and self- awareness, managing feelings and behaviour)</p> <p>F:4 hear and use some basic religious vocabulary in context of their experiences; (communication and language: speaking)</p> <p>F:6 share enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant to them and in religious communities; (understanding the world: people and communities, PSE: making relationships)</p>	<p>peppermint or lemon essence, cinnamon or vanilla to the water tray. Let the pupils bathe dolls in perfumed water.</p> <ul style="list-style-type: none"> • Talk about when they have given something to someone else. • Discuss: <i>How do some Buddhist people show gratitude for the gift of life through this celebration?</i> Pupils could give the flowers made to a parent or carer, to be kind or to say thank you for the gift of life. 	<p>born. Children pour sweet or perfumed tea over statues of the Buddha as a reminder of his first bath. EAD link media and materials role play and singing.</p>

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<p>RECEPTION Autumn B</p> <p>This unit is learning about and from Christmas as a birthday celebration</p>	<p>AT1 (EYFS) Beliefs and Teachings Listen and respond to religious stories.</p> <p>AT2 (EYFS) Human identity, personality and experience Show awareness of things and people that matter to them and link this to learning in RE.</p> <p>Vocabulary:-</p>	<p>F:1 listen and respond to a range of faith stories in a variety of ways; (understanding the world : people and communities)</p> <p>F:6 share the enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant to them and in religious communities; (understanding the world : people and communities, PSE: making relationships)</p>	<p>HOW DO CHRISTIANS CELEBRATE JESUS' BIRTHDAY? (F:1, F:6)</p> <ul style="list-style-type: none"> Recap on the elements shared in all celebrations. Highlight cards, decorations, food, presents. Make links with birthday celebrations in their own lives. Retell the story of Jesus' birth. Discuss why Christmas is a birthday celebration. Sequence pictures of the Christmas story. Discuss what members of the class do at Christmas, explaining why they look forward to particular events. Explain how some Christians celebrate Jesus' birthday, by for example, preparing for it at Advent, Christingle services, carol services, making a crib scene in the home, special services on Christmas Eve and Christmas Day at the church. Use construction materials and animals to make a crib scene. 	<p>EAD link media and materials, being imaginative 'Pupils Eye Media – Festivals 2' DVD https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vtc/ngfl/re/b-dag/ngfl-container/re-unit1-en.html 'Puddles and the Christmas Play' by Gill</p>

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<p>RECEPTION Autumn B</p>	<p><i>In this unit pupils will have an opportunity to use words or phrases such as:– advent Christingle Nativity Christmas Advent Jesus Artefacts Pupils will have the opportunity to look at, observe and possibly handle:- Nativity scene Crib Chistingle</i></p>		<ul style="list-style-type: none"> • Role-play/small world play with Nativity figures. 	<p>Vaisey ISBN 978- 0955888618 www.booksatpress.co.uk Not all pupils will celebrate Christmas. 'The Story of Christmas' retold by Anita Ganeri 'The Christmas Story' retold by Lois Rock ISBN 978- 0745947945</p>